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ABSTRACT

The booklet presents suggestions for parents working as volunteers in their gifted children's classrooms. Parents are advised to allow the children to help plan and execute the activities, which are designed to be multidisciplinary, inexpensive, and adaptable. Activities described include explorations of the language, geography, and culture of India and France; creative writing projects; crossword puzzles on India and France; conflict resolution regarding the Battle of Fredericksburg in the U.S. Civil War; and writing activities (including joke writing and developing original distinctive collective nouns). (CL)

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IDEAS FOR THE PARENT VOLUNTEER

ACTIVITIES FOR THE GIFTED

Created by

Nancy Bradshaw

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Dear Parent,

The model programs included in this booklet can be executed by anyone who is willing to give some time for an exploratory activity for gifted students. They are designed to be multidisciplinary, inexpensive, and adaptable. In fact, they could be used in the regular classroom.

Please ignore the symbols beside the suggested activities. They indicate levels of higher learning skills important to the child's teacher.

Good luck!

STEP 1. Don't be afraid to volunteer! You'll learn right along with the children. Teachers who aren't afraid to admit it will say that asking a question for which there is no single correct answer, or for which they don't know the answer, provides an exciting classroom experience.

STEP 2. Order films and other materials. Find a book called Educator's Guide to Free Films. It's published annually by Educator's Progress Service, Inc., Randolph, Wisc. It's over 500 pages of films free for the asking. You must order well in advance (5 weeks) and you must pay return postage. Most suppliers ask that requests come to them on school letterhead. Other books by the same publishers: Educator's Guide to Free Social Studies Materials, Educator's Guide to Free Science Materials, and Educator's Guide to Free Teaching Aids.

STEP 3. Go to the public library. Listed among the activities are resources that were available to me at a local, medium-sized, city-county library.

STEP 4. Go to your nearest college or university. There you'll find facilities, resources, and people who can help. Some of the resources listed were availabe at a local, small, liberal arts college.

STEP 5. Don't do all the work yourself. Let the kids plan and execute many of the activities. Ask them during the first session what it is they'd like to know about that country - then let them find out and bring back the information to the group. Also, don't prepare models unless you want them to copy what you have done. The kids may amaze you with their creativity if turned loose without too many instructions.

BON VOYAGE!

NANCY BRADSHAW '84

A VISIT TO...

India

If the orange elephant looks familiar to the children, ask if they think Laurent de Brunhoff will mind if they borrow "Babar".

Find someone in the community to write students' names in some Indian script for the name tags. Let the children learn to write their names in script. Encourage them to practice and use the Indian-style on subsequent projects.

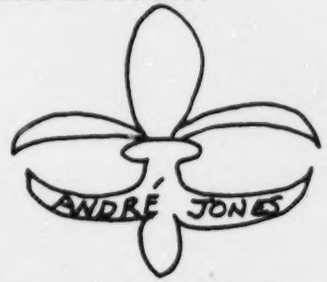
NEMESTE (num es tay). Place palms together and point fingers at chin when saying nemeste. Like "aloha", it means hello or good-by.

Before the first session, get a list of names of all participants and make name tags. Make one for yourself, too. Laminate the tags if possible so that they can be used throughout the "visit".

Greet students during first session with native greeting.

FRANCE

Explain that the fleur-de-lis (flur-duh-lee) was believed to represent a lily, signifying purity, and sent from heaven to King Clovis of France in 496 A.D.



Find French equivalents of English names in the group. For example: Guillaume for William, André for Andrew, Laure for Laura, Marie for Mary. If no equivalent can be found, you can still use Mademoiselle and Monsieur for effect.

BONJOUR or SALUT!

Katzner shows examples of 17 of the major languages spoken and written in India. Let the students examine them and point out that there are over 300 dialects spoken there. Discuss what problems might occur in a country where so many different languages are spoken. What if every time you crossed a state line in the United States, you also had to change languages?

E

Point out that the Western world has adopted some Indian words: dungarees and calico are two examples.

Distribution of name tags should inspire a discussion of languages. Some helpful books:

Irwin, Keith Gordon. The Romance of Writing. New York : Viking Press, 1956.

Katzner, Kenneth. Languages of the World. New York : Funk & Wagnalls, 1975.

Pei, Mario. Talking Your Way Around the World. New York : Harper & Brothers, 1959.

Discuss words that we've gotten from French and that the French people have gotten from English:

French words used here:

mayonaisse
hors-d'oeuvre
R.S.V.P. (répondez s'il vous plaît

English words adopted by the French:

le ketchup
le rosbif (roast beef!)
le téléphone
le hamburger

Note: 60% of all English words are of French origin.

Holiday in India. 16mm Sound 25 minutes
Takes the viewer on a journey through India showing the main tourist attractions of the country. Covers all regions.

Show a film or slides if time allows.
Discuss possible activities for students who want further study. Many of the reports resulting from the further study will fit in later and can be used as a beginning activity.

Further activities:

1. Find out how the terms dungarees and calico are related. Does that suggest something to you about economic activity in India. Why would those words have come into our language?

D
AN

2. What is the Taj Mahal? Who built it, and why? [Built by Emperor Shah Jahan as a tomb for his wife. Begun in 1631]

D
AN

3. Why was Sir Edmund Hillary important to India? [First to climb Mt. Everest]

D
AN

Further activities:

1. Prepare a world map showing where French is spoken. [Most high school text books should have a map. See the following book if available:
Valette, Jean-Paul. Contacts : langue et Culture Françaises. 2d ed. Boston : Houghton Mifflin, Co., 1981. p. viii-ix.

Ap

2. Who built the Statue of Liberty and why?

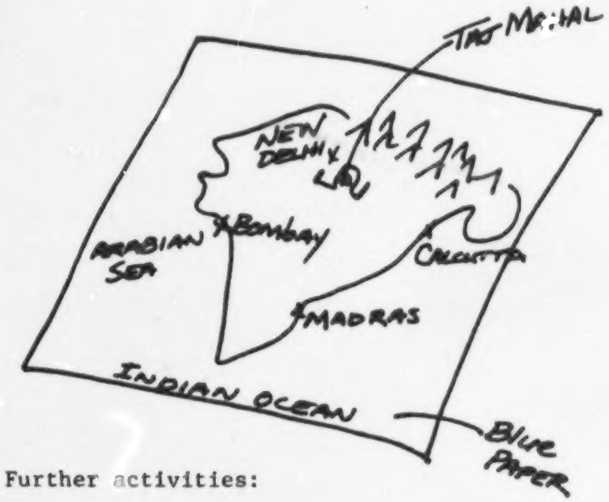
D

3. Find some recipes for French hors-d'oeuvres and prepare some for your classmates.

Ap

Try to meet where there is a large globe. The children will be able to see that India is on the other side of the world.

Use blue paper for background and white for the Indian subcontinent. Let the children create two dimensional mountains out of cardboard. Have junior encyclopedias available so that the students can label the Arabian Sea, Bay of Bengal, Indian Ocean, major cities, etc. They'll enjoy drawing in the Taj Mahal.



Further activities:

1. Have interested students prepare reports on one or more of the following people:

   Mother Theresa
   Mahatma Gandhi
   Rudyard Kipling

Encourage the students to take their maps back to their regular classrooms and tell other students about their visit to another country.

Spend some time discussing the current political situation in the country being studied. Have a student find pictures of the current head of state.

Begin map work by using a map of the French-speaking world (See from 1st session). Point out that it is important also to study Europe when studying France because the other European countries are such close neighbors.

Provide blue paper and white outline map of Europe. Let the students draw country boundaries and identify major surrounding countries Don't forget the British Isles. Identify Mediterranean Sea and Atlantic Ocean directly on the blue paper. Have students create the Alps and Pyrenees Mountains out of cardboard. Draw in Eiffel Tower and show major cities.

Further activities:

1. Do a report on the Basques.

2. Discuss F. A. Bartholdi (builder of the Statue of Liberty) and Emma Lazarus. Find her sonnet which is on the Statue of Liberty and read it to the class.

3. Plan a gift for the French similar to the gift they gave us. Let everyone work on the design and prepare a model. Write an appropriate poem to accompany the gift.

Culture

In this section are activities relating to the culture of each country. There should be something for everyone: food and drink, religion, clothing, money, games, history, literature, etc.

Plan a tea party! Let the children prepare tea, Indian style with lots of milk and sugar.

D
Ap

Make chappatis, a form of Indian bread:
- 2 cups whole wheat flour
- dash salt
- water to make a dough

Knead until smooth and divide into one-inch balls. Roll out on a floured board until they look like tortillas. Cook like you would a pancake.

Let the children make their own peanut butter. Ask the high school chemistry teacher for some mortars and pestles. Buy dry-roasted peanuts and turn the kids loose grinding. You may need to add a little salt and oil. While the children are "cooking", discuss how other countries lack the modern conveniences that we enjoy.

When everything is ready to eat, sit in a circle in the floor. Explain that Indians do not eat with their left hands, nor do they use knives or forks. It takes practice, but by using the chappati as a utensil, lots of peanut butter can be consumed! End the tea party with cookies and more tea. In India cookies are called biscuits.

Borrow a sari (or make one from six yards of material). Let the girls try to figure out how to wear it. If a native is available, the girls will enjoy being dressed and draped by someone who knows how. Plan to take pictures.

Ap

Have a student report on the Gandhi cap. The boys could make one for themselves while the girls are trying on saris.

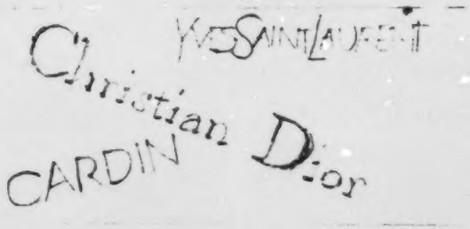
D
Ap

Finding exciting and delicious French recipes should be no problem at all! If a student showed an interest in preparing hors-d'oeuvres as suggested earlier, now would be a good time to serve them. Or try:

Pêche-melba
Ice cream, peaches, and rasberry sauce.

Poires belle-Helene
Ice cream, pears, chocolate and almonds.

Or, let the children make crepes and fill them with fresh fruit and whipped cream.



Let someone report on the famous French fashion houses. Point out to the boys that French fashions are for them, too.

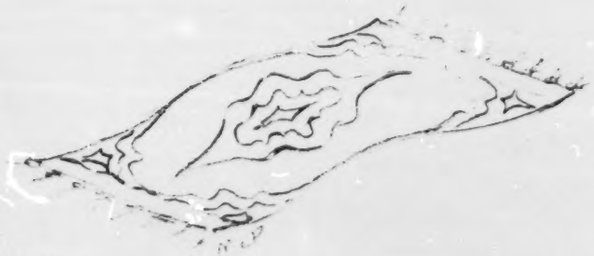
D

D S Two of the world's major religions had their origin in India. After a study of Hinduism and Buddhism, let the children design greeting cards for some of the special days in each religion.

A_N Have a student compare the currencies of India and the United States.

A_P Let an interested student teach the group a game from India.

D Hear a report on cricket, a game the Indians adopted from the British which is much like our baseball.



S Let the students design their own oriental rugs. Use large sheets of brown paper (4' x 6'). Show some examples or pictures to get them started. Paint the final designs. They may enjoy taking these home for wall hangings.

D A_P Make a flag of India. Find out why the colors and wheel are important.

Nitsche, Roland. Money. New York: McGraw Hill, 1970.

Hunt, Sarah. Games the World Around : 400 Folk Games. New York : Roland Press, c1950.

D A study of Notre Dame and Lourdes could also include a discussion of world-famous art. This would also be a good time for a report or an activity on Joan of Arc.

A_N Have a student compare the currencies of the United States and France.

A_P Let an interested student teach the group a game from France.

Both boys and girls will enjoy talking about soccer - the world's most popular game.

D Many famous French men and women can be used for further study of many different areas of French culture and history:

Pierre and Marie Curie - Chemists
Louis Pasteur - Chemist
Blaise Pascal - Mathematician and philosopher
Jacques Cousteau - Explorer
Jacques Cartier - North American explorer
Samuel de Champlain - North American explorer
Marquis de Lafayette - General and statesman
Jean Laffite - Pirate
Henri Rousseau - Artist (painted animal and jungle pictures - inspired Maurice Sendak)
Camille Saint-Saens - Composer of "Carnival of the Animals"
Napoleon Bonaparte - Emperor
Marie Antoinette - Queen
Jean-Claude Killy - Skier
Alexander Dumas - Author

D A_P Explore the significance of the French flag and compare the American national anthem with the La Marseillaise (mahr-say-yéz).

The children should read Rikki Tikki Tavi by Rudyard Kipling. Subsequent activities are based on this classic. Check with school librarians for copies.

Show a movie on the wildlife of India.

Set aside plenty of time for discussion of the book. Point out that nag is the Hindu word for cobra. See if the children can find other examples of words for animals that are also used as proper names. Where did Rikki get his name? In preparation for a creative writing project, have the students find descriptive passages in the story. Have them look up how Kipling described the animals, the house, the people.

Print on large posters some suggestions for topics. Encourage them to write on any aspect of India if none of the suggestions is of interest to them. Separate the kids, if possible, and give plenty of time. Tell them they will have an opportunity corrections in spelling and punctuation later.

Some suggestions:

1. Write a poem about one of the animals in the movie on wildlife.
2. My trip across India on an elephant's back.
3. Write a letter to a friend and tell about going to an Indian tea party.
4. "It is the hardest thing in the world to frighten a mongoose because he is eaten up from nose to tail with curiosity."
5. "I am Nag," said the cobra. "Look and be afraid." But at the bottom of his cold heart he was afraid.
6. YOUNG MONGOOSE SAVES BOY'S LIFE! a newspaper interview with R. Tavi by _____.

Creative Writing

Creative writing projects could begin with a brainstorming session. Let the students come up with ideas of things about the country that they could write about. Let them toss about descriptive words that come to mind when they think of the country being studied.

Remember that the final product does not have to be a paragraph or a short story. Let the kids think of other possibilities (drama, limerick, newspaper article, travel brochure, haiku, diary, fairy tale, etc.).

If there is no time for creative writing, other creative products are possible: video game, skit, crossword puzzle, advertisement, TV documentary, etc.

If written projects are chosen, allow time for correction and/or re-writing. Assemble all work in a booklet and give one to each child as a keepsake or souvenir of his "trip".

Assign Victor Hugo's Hunchback of Notre Dame. A children's version (grades 4-8) is available from Raintree Publications. This 1983 edition is a 48 page illustrated version. (Another French classic is The Three Musketeers (grades 4-6) by Putnam Publishing Group.)

Before discussing this book, get help if necessary in pronouncing the names of the main characters. Be prepared to set the scene historically for the children. The story takes place in the fifteenth century and begins in 1482. Ask the children what was happening in America at about that same time. Tell a little about Louis XI, King of France during the story. Review about Notre Dame from an earlier session.

The possibilities for creative writing are immense. The heroine is a gypsy, believed to be a witch, who had a goat who could spell with alphabet blocks! Quasimodo, the hunchback, was hated and feared because of his ugliness. This book has it all - magnificent setting, adventure, love and a message for children about physical beauty and goodness.

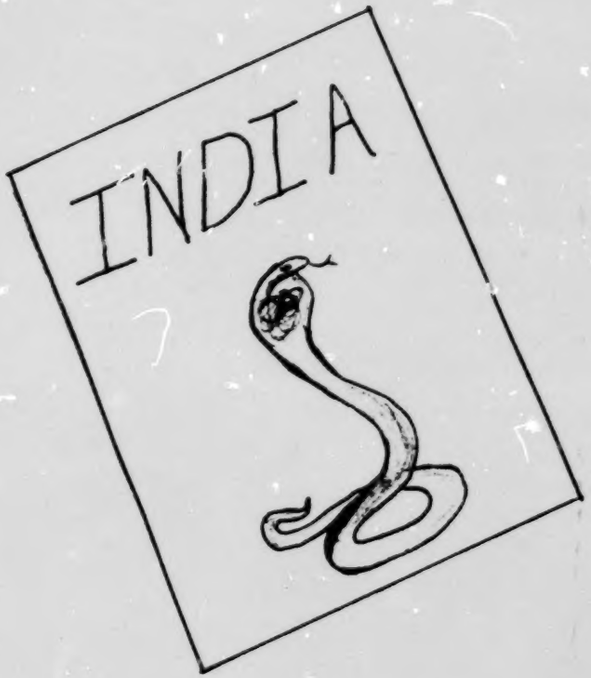
Victor Hugo was also a poet. His poem, Wings, given below, may inspire art work or discussion:

Wings, by Victor Hugo

Be like the bird, who
Halting in his flight
On limb too slight
Feels it give way beneath him,
Yet sings
Knowing he hath wings.

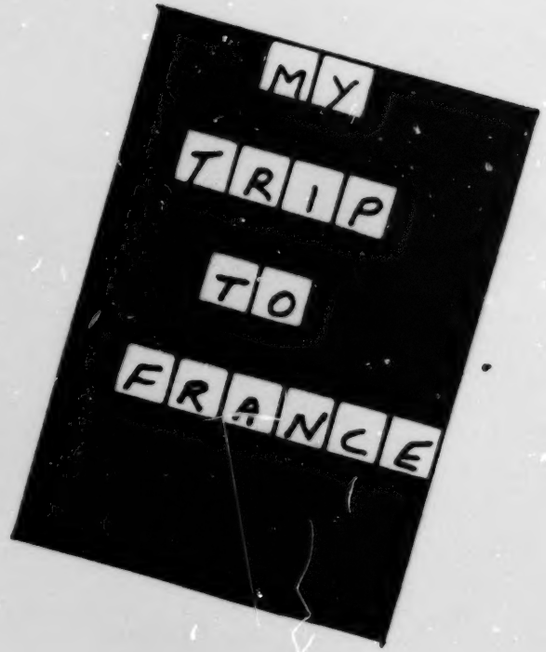
Wrap Up

S As a final project, let the students prepare a book on the country they studied for a kindergarten or first grade class in their school. They can collaborate on a story and art work for an easy reader. Arrange a time for them to deliver the product.



S As a check on how much the students have learned, let them prepare a crossword puzzle for each other with key words that they have picked up during the activity. Sample crossword puzzles are attached if needed.

E Encourage the students to consider what it would be like to change places with a person from the country they studied. Discuss the positive and negative aspects of life in another country. Ask them to think about how a person from another country would find life in the United States and encourage them to think of some negative as well as positive reactions.



Key to symbols:

The levels of learning are based on Bloom's Taxonomy, only I have substituted Discovery (from Bruner) for Knowledge.

D=Discover
Ap=Application
An=Analysis
S=Synthesis
E=Evaluation

The following bibliography is from Best Books for Children, 2nd edition, New York : R.R. Bowker Company, 1981. Many similar selection tools are available at public or school libraries.

Indian Folklore

Spellman, K. Beautiful Blue Jay and other Tales of India (grades 4-6). Illustrated by Jerry Pinckney, 1967. Twenty-five traditional folktales in print for the first time. Black and white drawings reflect a distinctive Eastern quality.

Indian Non-fiction

Barker, Carol. Arjun and His Village in India (grades 4-5). Introduction to village life in northwest India. 1967

Bothwell, Jean. First Book of India (grades 5-7). Introduction to India that includes material on geography, history, government and economy. 1978

Watson, Jane. Indus : South Asia's Highway of History (grades 4-7). Historical and geographical introduction to the land and people involved in the course of this river. 1970

Suchsdorff, Astrid. Chendru : the Boy and the Tiger (Grades 4-6). The friendship of a boy and a tiger in a jungle village is portrayed through excellent color photographs.

Indian Fiction

Larsen, Peter. Boy of Nepal (grades 3-5). Photographs abound in this account of Vishnu, his family, their way of life , and his mountainous homeland.

Rankin, Louise. Daughter of the Mountains (Grades 4-7). Illustrated by Kurt Wiese, 1948. A Tibetan girl's pilgrimmage to Calcutta to claim her dog.

French Folklore

Holman, Felice and Valen, Nanine. The Drac : French Tales of Dragons and Demons (grades 4-6). Illustrated by Stephen Walker, 1975. Five fearsome, fanciful fables from French folklore.

French Non-fiction

Weiss, Hugh. A Week in Daniel's World: France. 1969

Lloyd, Ronald. France (grades 4-6). An interesting, informative survey of life and customs.

Sasek, M. This is Paris (grades 3-5). Illustrated by author, 1959. Parisian landmarks are well presented in bold, colorful illustrations

French Fiction

Carlson, Natalie Savage. Happy Orpheline (grades 3-5). Illustrated by Garth Williams, 1957. Brigitte, happy in a French orphanage, tries to avoid being adopted. Sequels: A Brother for the Orphelines, A Pet for the Orphelines, The Orphelines in the Enchanted Castle.

Robbins, Ruth. The Emperor and the Drummer Boy (grades 3-6). Illustrated by Nicholas Sidjakov, 1962. A young drummer boy waits at Napoleon's side for the safe return of his friend, who floats ashore clinging to his drum.

Bishop, Claire. Twenty and Ten (grades 4-6). Illustrated by William Pene du Bois, 1952. A nun and twenty French children hide ten young refugees from the Nazis.

Most of the art work was done by Pat McFarling, Kentucky Wesleyan

INDIA

Across

2 Laurent de Brunhoff's elephant
4 Man-eating animal
6 Expanse of water south of India
7 Annual rains
10 Bay of _____, located east of India
12 Opposite of far
13 Former spiritual leader of India
14 What the Taj Mahal is
17 Built by Shah Jahan for his wife
20 Subject of this crossword puzzle
21 Climber of Mt. Everest
23 Arabian ___, located west of India
25 Visitor to another country
27 Indian biscuits
28 Nag
29 Country where Mt. Everest is located
30 Game similar to baseball played in India

Down

1 Printed Indian cloth
3 India is located on this continent
4 Something you can get in Florida
5 Large animal of India
7 Rikki Tikki Tavi
8 Indian dress
9 Current Prime Minister of India
11 Capital of India
15 Large city on India's west coast
16 Large city on India's south east coast
17 Popular drink of India
18 Builder of the Taj Mahal
19 Religion of India
22 An Indian dollar
24 Lots of movement and excitement
26 World-famous game

FRANCE

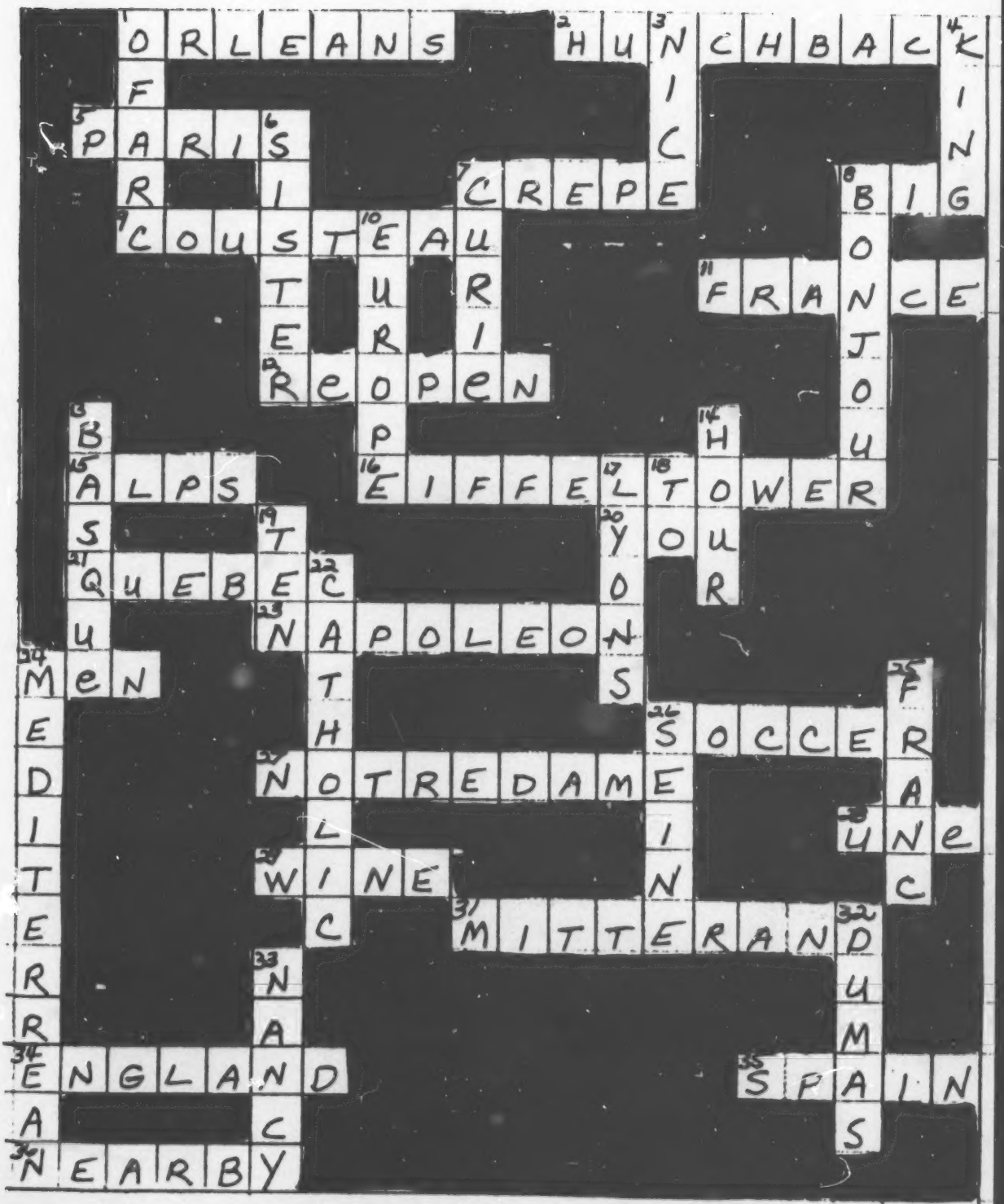
Across

1 City in the United States where French is spoken, New _____
2 Deformed character in Hugo book
5 Capital of France
7 French pancake
8 Opposite of little
9 Famous French oceanographer
11 Subject of this crossword puzzle
12 Open again
15 Mountains of France
16 Famous Paris tourist attraction
20 Pronoun
21 Province of Canada where French is spoken
23 Famous military leader of France
24 Opposite of women
26 World-famous sport
27 Famous French cathedral
28 French word for one (feminine)
29 Favorite French beverage
31 Current leader of France
34 Country across the English Channel from France
35 Country across the Pyrenees Mountains from France
36 Close to where you are

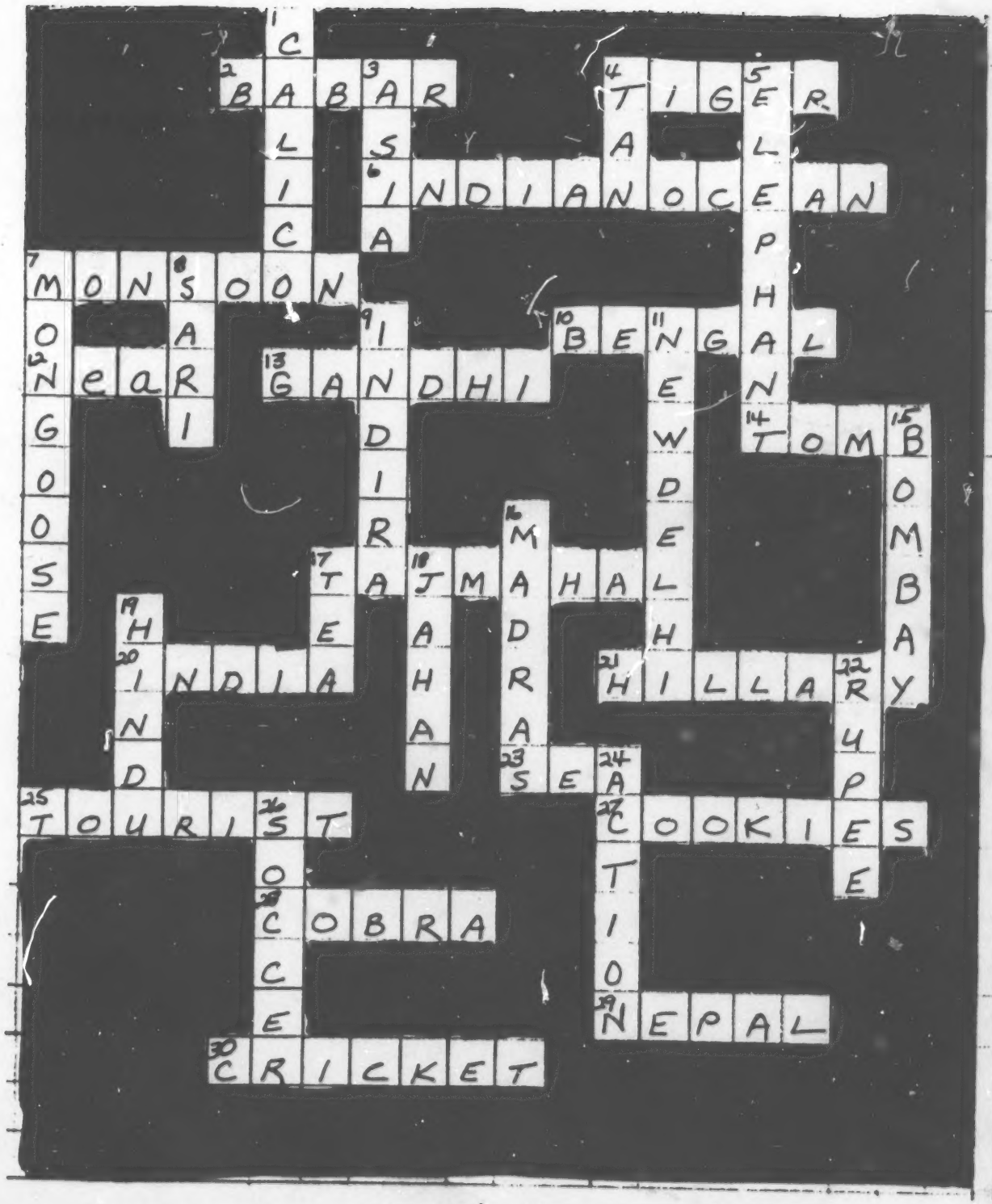
Down

1 Joan _____, French saint
3 French city that also means "good"
4 Kind of ruler France used to have
6 What you call a nun
7 Madam _____, famous French chemist
8 Hello!
10 Continent where France is located
13 People of the Pyrenees
14 Made of sixty minutes
17 City of France
18 First word in an infinitive
19 English word for dix, a French number
22 Most French people belong to this church
24 Large sea south of France
25 French dollar
26 River through Paris
32 French author (The Three Musketeers)
33 French city that this also a girl's name

FRANCE


1 ORLEANS
2 HUNCHBACK
3 NICE
4 KING
5 PARIS
6 SEINE
7 CREPE
8 BIG
9 COUSTEAU
10 TURIN
11 FRANCE
12 REOPEN
13 BONJOUR
14 HOUR
15 ALPS
16 EIFFEL
17 TOWER
18 TOUR
19 QUEBEC
20 YONS
21 NAPOLEON
22 MEN
23 MEDITERRANEAN
24 SOCCER
25 FRANCE
26 NOTREDAME
27 WINE
28 JUNE
29 MITTERAND
30 DUMAS
31 ENGLAND
32 SPAIN
33 NEARBY

INDIA


1 C
2 BABAR
3 BARASINGHA
4 TIGER
5 ELEPHANT
6 INDIAN OCEAN
7 MONSOON
8 SAARI
9 I
10 BENGAL
11 NEW DELHI
12 NeaR
13 GANDHI
14 TOM
15 BOMBAY
GOOSE
DIRA
16 MADRAS
17 TEA
18 JAMHALH
19 H
20 INDIA
21 HILLARY
22 RUP
23 SEA
24 A
25 TOURIST
26 O
27 COOKIES
28 COBRA
T
I
O
29 NEPAL
30 CRICKET

BATTLE OF FREDERICKSBURG

Abraham Lincoln appointed General Ambrose E. Burnside as Commanding General of the Army of the Potomac. He was urged to proceed as quickly as possible to attack Lee and then march on Richmond.

Burnside had not wanted the appointment because he felt he wasn't capable of managing such a large army. Lincoln reassured him and turned the command over to him.

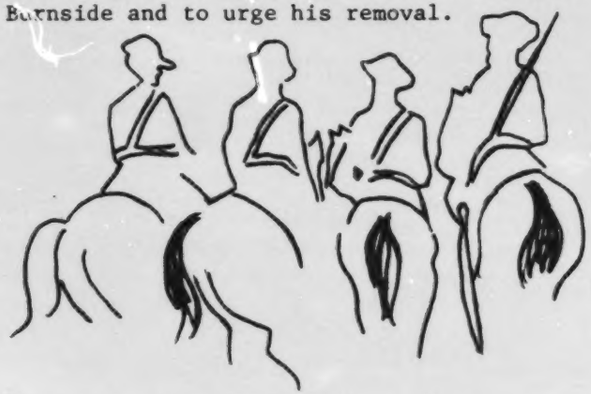
In the winter of 1862, Burnside moved his army to the Rappahannock River where he planned to cross over and attack Robert E. Lee at Fredericksburg, Virginia.

When Burnside arrived at the river he found that the floating bridges he had ordered had not arrived. By the time he got his men across the river, Lee had had time to organize his army and position them in good defensive locations. In fact, Lee's position was so strong that he didn't oppose Burnside's crossing of the river knowing that once across, Burnside and his Union army would have walked into a military trap.

On December 13, 1862, the bloody battle was fought. Burnside's only hope was to break the Confederate line at some point with an in-depth assault. Burnside never tried that, but sent his troop to attack in all directions in piecemeal attacks. The Union army suffered terrible losses - 12,000 casualties in one day.

Afterwards, Burnside met with Lincoln and assumed all responsibility for the defeat. Behind the scenes Burnside's officers were convinced that it would be dangerous to keep him in command. Two generals wrote to Lincoln, and two others called on Lincoln at the White House to complain about Burnside and to urge his removal.

What is Lincoln's problem?
How do you think Lincoln felt when approached by the generals?
What are some of the things Lincoln can do to solve this dilemma?
Can you think of some similar situations that have occurred to help you think of a solution to this problem?
What would you have done if you were Lincoln?



Do you think the generals acted correctly? Do you think they were thinking of themselves, or the good of the country? How do you think they will react to each of the possible solutions Lincoln might propose?

State the facts about Burnside.
How do you think Burnside felt when he was appointed by Lincoln? How do you think he felt when he failed at Fredericksburg?
What would you do if you were Burnside?

WHAT HAPPENED

Lincoln was very upset with the military loss and he was shocked when the generals complained about their commander. He called Burnside in and told him that some of his generals (he wouldn't give him their names) had lost confidence in him. Burnside proposed another plan for attacking Lee. With little enthusiasm, Lincoln approved the plan. When Burnside returned to his army his generals began criticizing all of his orders so he relieved them of duty. At this point Lincoln overrode Burnside's order, called him to Washington, and dismissed him from his command. Later Lincoln would have problems with Burnside again in Tennessee.

Based on Taba's Conflict Resolution model.

BOOK DEDICATIONS

Let students pretend they've written a book and tell them they now need to dedicate it to someone. Encourage them to be creative by giving a few examples:

JOGGING FOR FUN
by
Mary Smith

Dedicated to Mary,
a perfect companion
for the 'long run'.

Dedications can be funny or serious:

To my children, Susie and Johnny. Thanks for being so patient while Daddy wrote this book. If it sells we'll go to Disneyland.

To my Grandmother - She taught me to love reading so I dedicate my first book to her.

DISTINCTIVE COLLECTIVE NOUNS

Discuss with the students about collective nouns: group, committee, assembly, etc. Then point out that distinctive collective nouns are those which apply to certain animals or groups. Eg., herd of elephants, flock of birds.

Many of these nouns were invented in the fifteenth century and it was important for young people to learn them and to apply the correct noun in all situations. If a young man returned from the woods and said that he had seen a 'herd of swine', people would think him stupid and uncouth, for the correct term at that time was 'a sounder of swine'. (a sounder is a young boar). Many of the old, original terms are still with us: gaggle of geese, school of fish, etc. Gaggle was a verb meaning to cackle. Since people felt that the sound geese made was a cackle, the term 'gaggle' was applied to a group of geese. A 'school of fish' probably came to us from the original 'shoal of fish', referring to the shallow water where fish gather.

After explaining the above, let the students make up their own distinctive nouns for common people, places and things around them. If terms were invented in the fifteenth century, some can be re-invented today! Throw out a few examples for the students and propose some common to get them started:

a derby of horses
a nag of mothers
an ooze of slugs
a blast of rock stars

These suggested distinctive nouns and the illustrated terms on the next page were created by Susan Bradshaw, an eighth grader at Owensboro Junior High, Owensboro, Kentucky.

JOKE WRITING

Start the students off with a line and let them think up funny endings:

I'm so unlucky...if it were raining soup I'd only have a fork.

or

I'm so unlucky...if I inherited a pumpkin farm, they'd do away with Halloween.

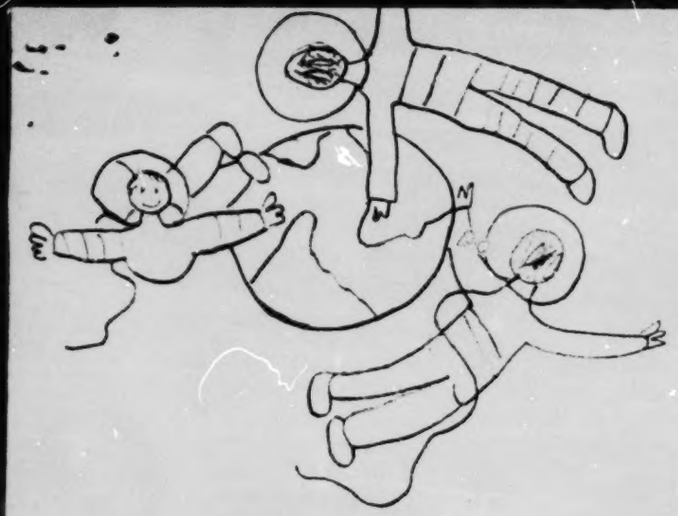
Other starters:

It was raining so hard...

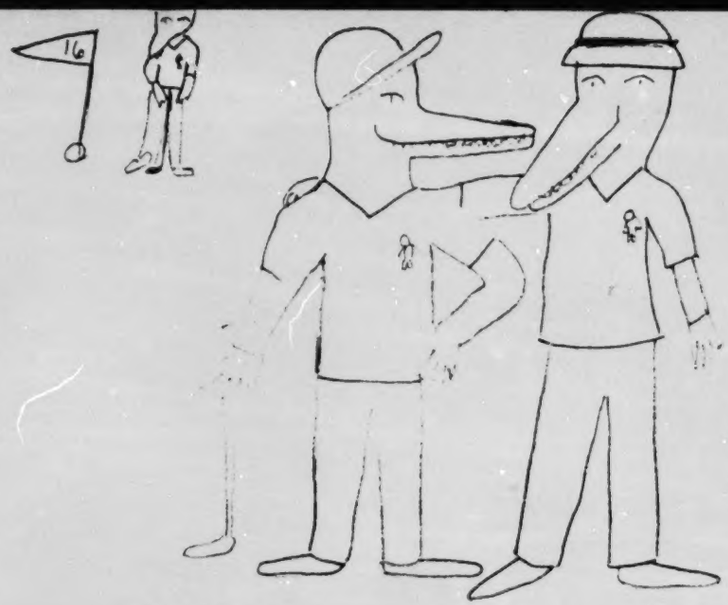
It was so windy...

He was so fat (skinny)...

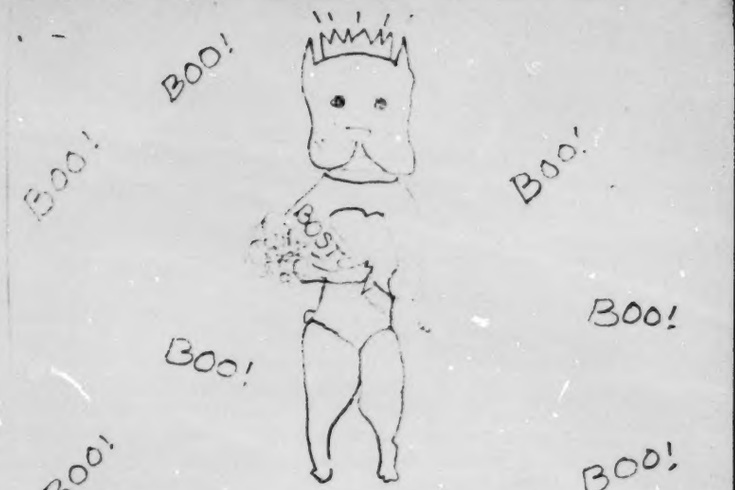
I was so hungry...



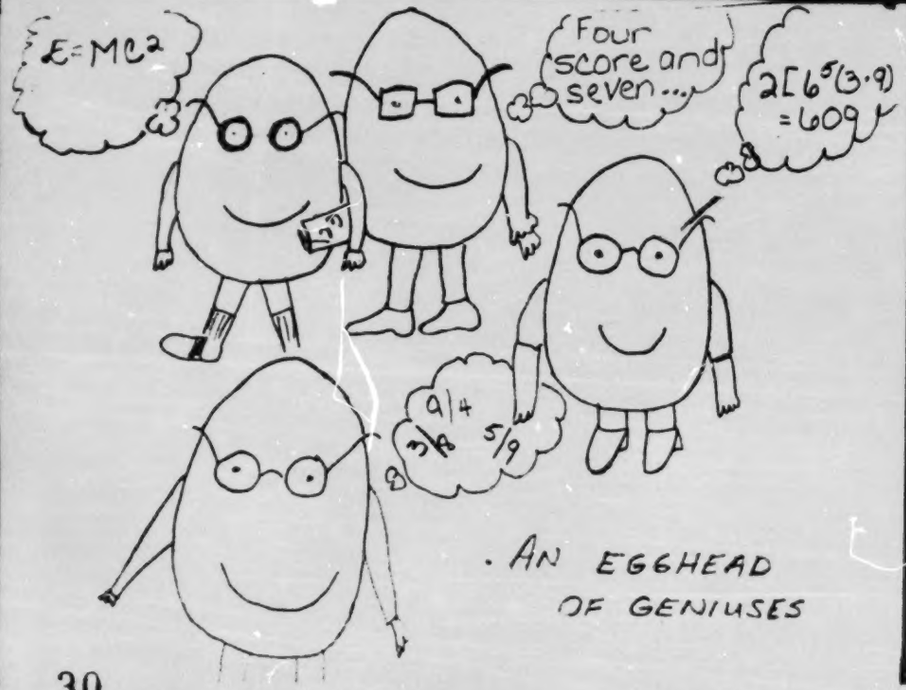
AN ORBIT OF ASTRONAUTS



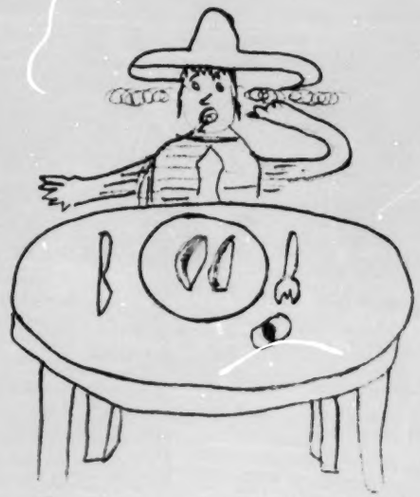
A PREP OF ALLIGATORS



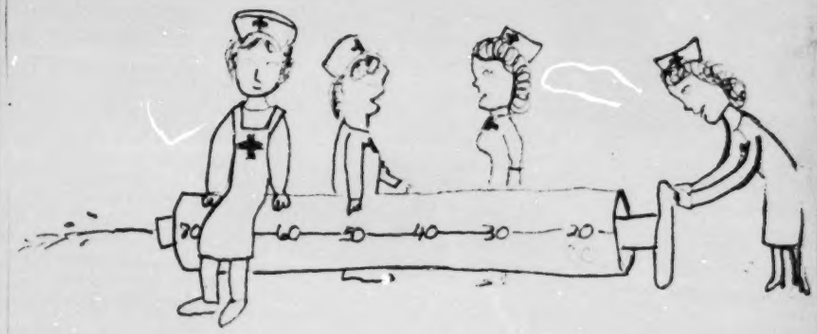
AN UGLINESS OF BOSTON TERRIERS



. AN EGGHEAD OF GENIUSES



A SPICE OF MEXICANS



A syringe of Nurses